The Brethren Evangelist.

S. J. Harrison, Editor. "Let us go on unto Perfection." S. H. Bashor, Vice Editor.

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This issue was intended to be an educational number, but the absence of the editor and other contingencies have interfered, and the paper is not what was promised. The reader will therefore look for such a number.

We have on hand, awaiting publication the following articles: Bashor in Philadelphia, Should Christians Hold Legislative Office, What Think Ye of Christ, The Snake in the Bundle of Sticks, Pony Creek Young People, Nonresistance, A Gallant Rescue, Special Attention, Vice, The Voice of Duty.

Quite a number of subscriptions expired April 1st, and quite a lot more with May 1st. All such should renew at once if they wish the paper continued. All who do not renew when their subscription expires will be understood as not wanting the paper longer.

IDIOSYNCRATO-PSYCHOLOGICAL PHENOMENA;

Elements Important in Every Grade of the Pedagogical Vocation.

BY S. S. GARST.

It is the aim of education to prepare those who come under its beneficent influence for the realization of their destiny.

It is composed of two processes: (1) Instruction, (2) Discipline. It is the purpose of the former to impart ideas; of the latter to develop, expand and regulate the intellectual forces. By instruction we mean to impart to the student all, or as much as his capacity will allow, of the treasures of knowledge as classified by the various Sciences.

In order that the professional pedagogue may attain the highest possible excellence, it becomes necessary that he should acquire a method of unlocking the mind of his students, and become perfectly familiar with the nature, processes and powers of his soul. The magic wand by which this is accomplished we denominate *Psychology.*

It is the "*Sesame*" that unlocks the portals of the "*inner consciousness,*" and opens up to our view the Phrenological fields of (*nous*) in toto.

It is not with that class of students whose mental equilibrium is easily maintained, in every way, and who might be mentioned as above the average student in psychical range, etc., with which we purpose to deal, but we wish to consider certain phenomena, as *characteristics* of peculiar minds, and if it were not that we purpose brevity, we might add that peculiar bodily organization (in an automatical sense) are noted for indicating an equal degree of eccentricity in the mental *farm.* Of this we may have occasion to speak in the future; here we simply "count on" hinting at the subject of Idiosyncrato - Psychological Phenomena, as daily observed by every teacher from the instructor in the primary school to the University president, who watches as it were the ultimate unfolding of the petals of the cultivated mind as they blossom into the full-blown Philosophical Chrysanthemum, or at least observes its metamorphosis into one of the species, in some way, related to the *genus,* often to find that this logical *genus,* though fed upon the ethical pabulum of the "*Prax*" frequently develops into an illogical, non-ethical, pseudo-philosophical monster that would make a suitable companion for the Lernæan Hydra that dwelt in the marsh in Peloponnesus. I said every teacher observes these peculiar traits. I fear we are mistaken. No doubt many see them; but like the medical charlatan, being no expert diagostician, he smiles upon the patient, or rather his victim, scoops in the cash and cares not whether his patient has vertigo or catalepsy. So with the untutared, unscrupulous pedagogue, he whines to the "Board," complains to the patrons, and charges every evil that befalls him or his school to some monstrous, mysterious, or providential ruling other than his own; never once scanning the empty corridors, gloomy depths, and musty chambers of his own neglected, shriveled, and wasted intellect, but departs ready to feast upon the next unwary victim he may chance to meet in his, "going to and fro in the earth, and from walking up and down in it."

We now come to speak of those Idiosyncraies that abound among the students of every institution, and when not considered in the proper psychological light, become the fruitful elements of disappointment, chagrin, and ruin to many students; who might, if correctly understood, handled and tutored, make stars of the first intellectual magnitude, instead of going forth stung with the ironical stigma of non compos mentis, to continue the decoration as a *protagonistes*—the already over-crowded arena of mediocrity, and to serve as a circulating advertisement, and a living monument to the stupidity, and culpable neglect, of the Faculty, which instead, the fair name of the institution must bear, often to its material hurt.

Science is classified knowledge; yet since we do not anticipate a complete pandect, nor purpose the production of a volume we shall not present a methodical arrangment of our knowledge of Peculiar Temperaments in a Phrenological sense—were we to follow up the various so called classifications of Temperaments according to Phrenological nomenclature we would thwart our purpose: to give a brief and concise statement of a very few of the many Idiosyncrato—psychological entities, their relations, influences, etc., upon institutions of learning, and a hint of their management. Therefore, instead of classification we shall present a few examples in proof of their existence—which every pedagogue, though with limited experience, will readily recognize.

Should we attempt to enter into a distinct and laborate discussion of these perplexing oddities we would find it very difficult to discriminate, or draw the line of demarkation between the manifestations of an innate constitutional temperament *per se,* and the same temperament with more or less culture dissimulation, and the influence of environments.

It is not our intention to go beyond the real underlying diathesis, and discuss culture, dissembling, or surroundings, but we shall presume that the well trained eye of a truly learned Psychologist is able to penetrate the mist and read the inscriptions engraven upon the innermost tablets of the heart, while others less prepared for the task would stagnate and grow blind by an apparent impenetrable darkness which would as effectually obscure the objects of search from their visions, as the Egyptian darkness blurred the eyes of Ramses. The Psychological comprehension of Temperaments is as the "pillar of fire and the cloud," to those who understand—*light,* and to those who do not—*darkness.*

We can never expect to arrive at any very definite and well constructed method whereby we can read these temperaments, from the universal fact that as many faces as we behold in a congregation, or as many sets of eyes that meet our gaze of a morning in the college chapel, just so many temperaments we will find that it is ours to study and adapt ourselves to, or bring some restraining influence, or contrive some